



Reading Toolkit: Grade 6 Objective 2.A.4.i

Student Handout: Reading: Grade 6 Objective 2.A.4.i

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 4. Determine and analyze important ideas and messages in informational texts

Objective i. Explain how someone might use the text

Assessment Limits:

Application of the text for personal use or content-specific use

Topics and ideas within a text or across texts that may have implications for readers or contemporary society

Selected Response (SR) Item

Question

Read the article titled '[Persistence](#)' and answer the following questions. Circle the letter of the correct answer.

This article would be *most* useful to a student who—

- A. enjoys competing against others
- B. wants to experience space flights
- C. is interested in competing in a model-car race
- D. is studying the achievements of regular citizens

Correct Answer

D. is studying the achievements of regular citizens

Question

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Handouts

Persistence

By Paul W. Richards

Growing up in Dunmore, Penn-sylvania, I was a member of Cub Scout Pack 66. We did many fun projects. One was the Pinewood Derby, a model-car race.

Each Scout made a car from a block of wood. I carved and sanded the wood all by myself. Since my dad did not have many tools, I used a rusty file and some old sandpaper.

My car did not look good. In fact, it was ugly. I tried to cover the scratches and scrapes with paint, but this made it look even worse. I was worried. How would such an ugly car do well?

On race day, many of the other Scouts' cars looked great. I thought I didn't have a chance. Yo my surprise, my car was the fastest, and I won first place!

The next year, I couldn't wait to race in the Pinewood Derby again. This time, I had help from one of my dad's friends. He used power tools to carve the wood into a smooth curved shape. I decorated it using new paints and stickers. I even used a little toy man as a driver. It really looked like a raceacr this time, and I was ready to win first place again.

Unfortunately, I came home disappointed. My car was one of the best-looking cars at the race, but it was also one of the slowest. I lost in the first round.

I never wanted to do another project again. After I had worked so hard to make my car look special, I had still lost.

The next year, my Scout pack had a Space Derby that raced rockets made from blocks of wood. I didn't want to enter, but my mom and dad talked me into it.

I was glad they did. Once I started working on my rocket, I became determined to do my best. This time, I worked as hard sanding and gluing my rocket as I did painting it. I knew now that how it worked was more important than how it looked. Once again, I won first place.

I had learned a valuable lesson, and it had nothing to do with winning. I had learned to be persistent: to keep trying and not to give up. This lesson stayed with me as I grew older.

My childhood dream was to become as astronaut, but people told me it was impossible to achieve that goal. After becoming an engineer, I used persistence to get a job at NASA's Goddard Space Flight Center in Maryland. While I was there, I kept applying to become as astronaut. For eight years, I received rejection letters.

Finally in 1996, NASA invited me to Houston, Texas. At last, I had been selected to become an astronaut.

On March 8, 2001, I launched aboard the space shuttle Discovery and worked for 12 days in space. This included a trip to the International Space Station and a space walk.

Without persistence, my dream would never have come true.